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THE CLASSICAL WEEKLY

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The Evening Post, for January 23, has an editorial of such unusual consideration for the conditions of classical study that it is here reproduced:

A generation ago the teacher, the text-book and a few benches sufficed for instruction in all departments of most American colleges. With the advent of scientific courses, however, material equipment began to commend itself, and scores even of the smaller colleges are to-day provided with costly scientific laboratories. They should not entail, however, the comparative neglect of other departments. The time is not yet in sight when we can drop that culture which comes from first-hand contact with Greece and Rome, and no college claiming to offer a liberal education should put itself in the attitude of discriminating against them. Yet the failure to provide suitable facilities for classical discipline, in comparison with that which is so generously done for scientific studies, is having the effect, to-day, of such discrimination.

There is a widespread belief among teachers that the narrower textual and linguistic phases of classical study should yield to methods which would awaken a broader and deeper human interest, but to do this successfully requires a more liberal equipment than trustees or donors have so far seen fit to provide, except in a mere dozen of the most richly endowed institutions. The archaeological explorations of the past fifty years have thrown a wonderful light upon ancient life, but there are few colleges and universities in position to offer to students more than a small fraction of the printed reports, casts, models, photographs, lantern slides, etc. The ancient manuscripts of the leading classical authors have been reproduced by photographic processes and published in large folios which do not fail to stimulate the interest of every real student who has the good fortune to see them; but only a handful of American colleges have been liberal enough to provide that stimulus. The scientific instructor usually has a good lantern right at hand, enabling him to throw in a slide or two at any moment, by way of illustration, and pass on with no loss of time. The classical instructor usually has nothing of the kind. The scientific departments almost invariably have their special appropriations for equipment, aside from their allowance from library funds; the Latin and Greek departments almost never. It may be a great compliment to the classical teacher to assume that he can make bricks with so little straw; but the effect on the average student is to convince him that the authorities are not concerned whether that particular brand of brick is made at their kilns at all. The time has certainly come when a "square deal" in the educational field demands a little evening up.

The distinction here remarked has been felt, of course, by classical teachers for a long time, but classical teachers are too often inclined to hopeless-

ness when the question of fair treatment is brought up and consequently the points made in the editorial have not been impressed as they should have been upon the executive officers of our colleges and universities.

The evil is much more serious, however, than The Evening Post imagines. It goes beyond a mere provision of illustrative material and the like. Our scientific brethren were quick to see that to teach science without a laboratory is foolishness, but our classical teachers have had for centuries to do what amounts to the same thing. In the Middle Ages Latin was taught essentially by the laboratory method and nowadays the teachers of modern languages are coming more and more to the belief that the preparation of translation and the like at home, without oversight, involves as great a waste of time as the performance of scientific experiments without oversight would involve. The same is true in classical teaching. It ought to be possible to demand in our colleges as much time for supervising study in Classics as is devoted to laboratory work in science with exactly the same credit. That is to say, if two hours' laboratory work means one hour's credit in the course, two hours' supervised study in Classics should mean the same. This involves a consequence. There should be in the department of Classics provision made for a class of instructors of the same relative rank as laboratory assistants whose duty it should be to supervise the study hours of the classes. I do not mean the preceptorial system as it is practiced at Princeton, though that is a great step in advance, but I mean a system by which a class reading, say, Horace, should prepare under oversight translations of Horatian odes with such assistance only as can be derived from editions and dictionaries, these latter being put upon the same level as laboratory manuals. The subject is an interesting one; I shall return to it.

G. L.

ALCIBIADES

(Concluded from page 140)

We have one play of Euripides—the Troades—remaining to us from the year 415, the year after the Melian horror and of the sailing of the magnificent expedition to Sicily. In the two years between the production of the Andromache and that of the Troades Alcibiades had been following out his restless course,